

Adequate Yearly Progress Spring 2005

Monitoring & Sanctions Update

Groups Monitored

- **All Students**
- **Ethnicity**
 - American Indian/Alaskan Native
 - Asian
 - Black/African American
 - Hispanic
 - Native Hawaiian/Pacific Islander
 - White
- **Other Groups**
 - Limited English
 - Special Education
 - Economically Disadvantaged

Grade Levels Monitored

- 2002-03
 - 4th
 - 8th
 - 10th
- 2003-04
 - 3rd
 - 4th
 - 7th
 - 8th
 - 10th
- 2004-05
 - 3rd
 - 4th
 - **5th**
 - **6th**
 - 7th
 - 8th
 - 10th

AYP Components

- **Participation**
 - Reading
 - Math
- **Proficiency**
 - Reading
 - Math
- **Third Academic Indicator Options**
 - Middle & elementary schools
 - reduce below basic students (reading & math)
 - increase advanced students (reading & math)
 - Increase % proficient students language usage
 - High schools & districts
 - Completion (Graduation rate) required

State Goal: 95% Participation

- Include all students regardless of mobility
- Exceptions:
 - Students absent during entire testing window for medical condition
 - Limited English proficient students (LEP 1) enrolled in their first year in a U.S. school
 - Must take math ISAT
 - English language assessment counts for reading & language usage participation in lieu of ISAT reading, language
- Students tested with adaptations will not count toward participation
- State averages rate over three years

State Goal: Proficiency

- Targets for 2005-2006 **increase**
 - 60% proficient in math
 - 72% proficient in reading
- Only students enrolled for “full academic year” count toward proficiency

Third Indicator 2005

High Schools and Districts

- Completion (Graduation) Rate

Progress is made if:

- 2004 rate is the same as 2003 rate
- 2004 rate is greater than 2003 rate
- 2004 rate is above state goal of 90%

Third Indicator 2005

Elementary & Middle Schools

- Choice # 1: Language usage
 - Maintain 2004 percentage of proficient & advanced students
 - Improve 2004 percentage of proficient & advanced students
 - Remain above state goal of 72% proficient & advanced

Third Indicator 2005

Elementary & Middle Schools

Choice # 2: Increase % of advanced

Step 1: Determine the change in reading:

% of advanced students in reading 2005 **minus**

% of advanced students in reading 2004

Step 2: Determine the change in math:

% of advanced students in reading 2005 **minus**

% of advanced students in reading 2004

Step 3: Determine the average change in reading & math:

Add the change in reading and math and **divide** by 2

Step 4: Repeat Steps 1-3 to determine average change in reading & math from 2003 to 2004

Step 5: Determine if progress was made:

Compare 2004-to-2005 average change to
2003-to-04 average change. Progress is made if

% of change was maintained or increased

Third Indicator 2005

Elementary & Middle Schools

Choice # 3: Decrease % of below basic

Step 1: Determine the change in reading:

% of below basic students in reading 2005 **minus**

% of below basic students in reading 2004

Step 2: Determine the change in math:

% of below basic students in reading 2005 **minus**

% of below basic students in reading 2004

Step 3: Determine the average change in reading & math:

Add the change in reading and math and **divide** by 2

Step 4: Repeat Steps 1-3 to determine average change in reading & math from 2003 to 2004

Step 5: Determine if progress was made:

Compare 2004-to-2005 average change to
2003-to-04 average change. Progress is made if

% of change was maintained or increased

Safe Harbor

- Second chance if a disaggregated group does not meet proficiency target in math or reading
 - **First step:** The group must demonstrate a 10% reduction in the number of students not proficient from the previous year, AND
 - **Second step:** The group must meet the state's goal for the district's third academic indicator

Appeals Timeline

- Districts may submit Data Repair Requests to NWEA until May 28th
- AYP appeals site expected to open June 29 with 30 days to submit appeals
- AYP determinations expected to be finalized by August

AYP Accountability Timeline for Schools

[illegible]

AYP Accountability Timeline for Schools

YEAR	YEAR	YEAR	YEAR	YEAR	YEAR	YEAR
1	2	3	4	5	6	7
	Alert Status	School Improvement Year 1 Technical assistance Sanctions <ul style="list-style-type: none"> • Choice • Develop 2-Year Intervention School Improvement Plan (ISIP) 	School Improvement Year 2 Technical assistance Sanctions <ul style="list-style-type: none"> • Choice • Implement ISIP • Supplemental services 	Corrective Action Year 3 Technical assistance Sanctions <ul style="list-style-type: none"> • Choice • Supplemental Services • Plan corrective actions: <ol style="list-style-type: none"> 1. Replace staff 2. New curriculum 3. Decrease mgmt 4. Outside expert 5. Extend year/day 6. Restructure 	Corrective Action & Restructuring Year 4 Technical assistance Sanctions <ul style="list-style-type: none"> • Choice • Supplemental Services • Implement corrective action • Plan for restructuring: <ol style="list-style-type: none"> 1. Replace staff 2. Private mgmt 3. State control 4. Other reform 	Restructuring & Alternative Governance Year 5 Tech assistance Sanctions <ul style="list-style-type: none"> • Choice • Supplemental Services • Implement restructuring
Fall 2004		Fall 2004	Fall 2005	Fall 2006 ?	Misses AYP	Misses AYP
42 'Alert' schools must make AYP in 2005 to avoid 'Needs Improvement'		71 'Needs Improvement Year 1' Schools Fall 2005 ? Year 1	70 'Needs Improvement' Schools	'Needs Improvement Year 2' Schools that miss AYP in 2005		

Fall 2005

- “Needs improvement Year 1” schools **that miss AYP** move into second year of improvement and must:
 - Offer choice
 - Offer supplemental services
 - Continue improvement plan implementation
- “Needs improvement Year 1” schools **that make AYP** are still in improvement but only have to:
 - Offer choice
 - Continue improvement plan implementation
- 2004 “Alert” schools that move into first year of “needs improvement” must:
 - Offer choice
 - Complete two-year plan to improve

Choice

- “Needs improvement” schools must notify parents that their children are eligible to transfer to another school within the district
- Notification must occur even if no choice exist
- Notification must occur no later than the start of school. However, earlier notification is preferred
- Sample letters available on SDE website:
[http://www.sde.state.id.us/dept/administrators
.asp](http://www.sde.state.id.us/dept/administrators.asp)

Choice

- Document notification efforts
- Report to the department via accreditation:
 - # of students using choice option
 - Where students transfer to

Supplemental Education Services (SES)

- Title I and non-Title I schools in their **second year of improvement (three years of not making AYP)** must offer supplemental education services to eligible students
- If the school makes AYP in the third year, it may pause in implementing SES
- Districts must notify parents of **eligible** children

SES Eligibility

- Parents of eligible children can choose either transfer or SES, not both
- Eligible students are all low-income students in the school
- **When funds are limited**, districts must give **priority** to **lowest achieving, eligible** students in the subject that caused the school to be identified
- SES is limited to the funds available

SES Providers

- Parents choose their child's supplemental service provider from a list of state-approved providers
- Approved provider list is at:
<http://www.sde.state.id.us/sasa/docs/resources/SSProviders/SSPTemplate.htm>
- Districts must enter into an agreement with the provider

Funds for SES: Title I

- Districts must set aside a portion of their Title I allotment (20%) to pay for supplemental education services and choice in **Title I schools only**
- District pays the provider for services
- District does not have to pay for transportation to SES provider

Funds for SES: Non-Title I Schools

- Districts cannot use Title I funds for non-Title I schools
- Idaho has not provided funds earmarked specifically for supplemental education services requirement
- Legislature provided \$5.1 million in the technology line item to be used for technology OR remedial instruction – **district choice**

Non-Title I Schools

- Board procedures establish the same requirements for SES in non-Title I & Title I schools:
http://www.sde.state.id.us/dept/documents/Procedures_071604.pdf
- Some of the requirements include:
 - Notify parents
 - Create priorities for services **based on availability of funding**
 - Create an agreement with provider
 - Report information to SDE

SES Notification to Parents

- Notice to parents must
 - Identify the providers available within the district boundaries or via technology
 - Describe the services, qualifications, and evidence of effectiveness of each provider
 - Describe the procedures and timelines that parents must follow in selecting a provider to serve their child
 - Describe who will receive priority for services **when funding is limited**
 - Be easy to understand, in a uniform format, and when practicable in language the parent can understand

What Districts Can Do Now

- Become familiar with federal guidance
- Identify what funds are available
- Begin discussion about which students will be given priority
- Draft notification letters
- Identify staff to work with parents & providers

What Districts Can Do Now

- Consider becoming an approved supplemental service provider (not an option for 'needs improvement' districts or schools)
- Identify potential providers in your community and encourage them to become an approved provider

AYP Accountability Timeline for School Districts & LEAs

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	Alert Status	Needs Improvement Year 1 Technical assistance from the state requested by the LEA Sanctions Begin two-year Improvement Plan	Needs Improvement Year 2 Technical assistance from the state requested by the LEA Sanctions Implement Improvement Plan	Corrective Action Year 3 Technical assistance Sanctions State & LEA plan for corrective action to include: 1. Change spending 2. Change curriculum & train staff 3. Replace LEA staff 4. Remove schools from LEA; 5. Establish new governance of LEA 6. Abolish or restructure LEA	Corrective Action Year 4 Technical assistance Sanctions Implement corrective action
	<i>Identified for Improvement</i>	<i>1st Year of Improvement</i>	<i>2nd Year of Improvement</i>	<i>1st Year of Corrective Action</i>	<i>2nd Year of Corrective Action</i>
Misses AYP	Misses AYP	Continues to miss AYP	Continues to miss AYP	Continues to miss AYP	Continues to miss AYP

AYP Accountability Timeline for School Districts & LEAs

YEAR	YEAR	YEAR	YEAR	YEAR	YEAR
1	2	3	4	5	6
	Alert Status	Needs Improvement Year 1 Technical assistance from the state requested by the LEA Sanctions Begin two-year Improvement Plan	Needs Improvement Year 2 Technical assistance from the state requested by the LEA Sanctions Implement Improvement Plan	Corrective Action Year 3 Technical assistance Sanctions State & LEA plan for corrective action to include: 1. Change spending 2. Change curriculum & train staff 3. Replace LEA staff 4. Remove schools from LEA; 5. Establish new governance of LEA	Corrective Action Year 4 Technical assistance Sanctions Implement corrective action
	<i>Identified for Improvement</i>	<i>1st Year of Improvement</i>	<i>2nd Year of Improvement</i>	<i>Identified for Corrective Action</i>	<i>1st Year of Corrective Action</i>
Fall 2004		Fall 2004	Fall 2005	Fall 2006	
4		41	41	?	
'Alert' districts		'Needs Improvement'	'Needs Improvement'	'Needs Improvement'	
					Continues to miss AYP

Fall 2004
4
'Alert' districts
must make AYP in
2005 to avoid
'needs
Improvement'

Fall 2004

41 'Needs Improvement Year 1' Districts

Fall 2005

? Year 1

Fall 2005

41
'Needs
Improvement
Year 2'
Districts

Fall 2006
?
'Needs Improvement
Year 2'
Districts that miss
AYP
in 2005

Title I Funding Change

- ED used updated 2002 Census estimates to calculate FY 2005 Title I allocations. (Last year ED used 2000 Census estimates.)
- Although Idaho's allocation went up approximately 1%, the change in each State's relative share of the total national poverty counts and the shift of poverty children within the State affects district allocations.

Title I Funding Change

- SEA must adjust ED's preliminary district allocations to provide for:
 - school improvement
 - state administration
 - eligible LEAs and charters not on the Census list that did not receive an allocation from ED.
- Contact Susan Hansen at State Department of Education at 332-6900.